

1 **History–Social Science Framework Field Review Draft with**  
2 **Changes Recommended by the San Diego Center for Economic**  
3 **Education**

4 **Grade Eight—United States History and Geography: Growth and Conflict**

5       The eighth-grade course of study begins with an intensive review of the major  
6       ideas, issues, and events preceding the founding of the nation. Students will  
7       concentrate on the critical events of the period—from the framing of the  
8       Constitution to the American Industrial Revolution. In their study of this era,  
9       students will view American history through the lens of a people who were  
10      trying—and are still trying—to make the words of the Declaration of  
11      Independence true. Students will confront themes of equality and liberty and their  
12      changing definition over time. This course will also explore the geography of  
13      place, movement, and region, starting with the thirteen colonies and then  
14      continuing with American westward expansion, and economic development,  
15      including the shift to an industrial economy. **The eighth grade course can help**  
16      **students explore the attitudes of Americans towards taxation from the Boston**  
17      **Tea Party to the establishment of the IRS to the present day. Students can apply**  
18      **cost-benefit analysis the movements of different groups during this time period.**

19  
20 **The Development of American Constitutional Democracy**

21       This year's study of American history begins with a selective review of  
22       significant developments of the colonial era with emphasis placed on the

23 founding of democratic institutions founded in Jewish and Christian religious  
24 thinking, in Enlightenment philosophy, and English parliamentary traditions; the  
25 development of an economy based on agriculture, commerce, and handicraft  
26 manufacturing; and the emergence of major regional differences in the colonies.

27 Students review the major events and ideas leading to the American War for  
28 Independence that they studied in fifth grade. **Students look more closely into**  
29 **British legislation that affected colonists' livelihood.** Readings from the  
30 Declaration of Independence guide students to discuss these questions: What  
31 are "natural rights" and "natural law"? What did Jefferson mean when he wrote  
32 that "all men are created equal" and "endowed by their Creator with certain  
33 unalienable rights"? What were the "Laws of Nature" and "Nature's God" to which  
34 Jefferson appealed? **How did Adam Smith and his ideas on a market economy**  
35 **affect the writers of the Constitution?** To deepen student understanding of and  
36 engagement in these foundational arguments, teachers employ classroom  
37 debates and town hall meeting activities where students are asked to both define  
38 and defend the arguments of the framers.

39 Students pay close attention to the moral and political ideas of the  
40 Great Awakening and their effects on the lives of many Americans. In emotional  
41 sermons, ministers offered a more egalitarian relationship between believers and  
42 their God that appealed to many races and classes. Excerpts from primary-  
43 source documents such as sermons by George Whitefield and Jonathan  
44 Edwards demonstrate for students how the Great Awakening also influenced the  
45 development of revolutionary fervor and moral thinking of the time.

46 Students become familiar with the debates between Whigs and Tories, the  
47 major turning points in the War for Independence, and the contributions of  
48 George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and  
49 other leaders of the new nation. Students learn about the significance that the  
50 American Revolution had for other nations, especially France, which later had its  
51 own revolutionary experience that had profound implications for Europe and the  
52 world.

53 By reviewing the historical context, students understand the shaping of the  
54 Constitution and the nature of the government that it created. Students should  
55 review the major ideas of the Enlightenment and the origins of constitutional and  
56 self-government in the Magna Carta, the English Bill of Rights of 1689, Adam  
57 Smith's Wealth of Nations, the Mayflower Compact, the Virginia House of  
58 Burgesses, and the New England town hall meeting. This background will help  
59 students appreciate the framers' efforts to create a government that was neither  
60 too strong (because it might turn into despotism) or too weak (as the Articles of  
61 Confederation proved to be). Thomas Jefferson's Statute for Religious Freedom  
62 introduces students to an examination of the origins, purpose, and differing views  
63 of the Founding Fathers on the issue of the separation of church and state.

64 Students read, discuss, and analyze excerpts from the document written at  
65 the Constitutional Convention in Philadelphia. They consider the issues that  
66 divided the Founding Fathers and examine the compromises they adopted.  
67 Several compromises preserved the institution of slavery; namely, the three-fifths  
68 rule of representation, the slave importation clause, and the fugitive slave clause.

69 Why were these provisions so important to southern delegates? Why were these  
70 contradictions with the nation's ideals adopted? What were their long-term costs  
71 to people of African descent and to the nation? To analyze these issues,  
72 students must recognize that the American Revolution had transformed slavery  
73 from a national to a sectional institution and that nine out of ten American slaves  
74 lived in the South. In addition, students discuss the status of women in this era,  
75 particularly with regards to voting and the ownership of property. Teachers  
76 organize classroom activities that require students to both articulate and defend  
77 the positions of the founders through Constitutional Convention simulations,  
78 written editorials summarizing the positions of the delegates, and speculate as to  
79 the outcome of the compromises reached in the final documents. Teachers may  
80 also consider assigning Steven H. Jaffee's *Who Were the Founding Fathers?*  
81 *Two Hundred Years of Reinventing American History* or William C. Lowe's  
82 *Blessings of Liberty: Safeguarding Civil Rights* to deepen student understanding  
83 of the era.

84 The American colonial struggle for independence occurred in a global  
85 framework. The following questions can help students consider this perspective:  
86 How did the American Revolution alter the relationships between the United  
87 States and American Indians? More specifically, how did the alliances, **and**  
88 treaties **and trade agreements** made by American Indians affect their  
89 relationships with both the Patriots and the British? How did American calls for  
90 independence inspire other nations, such as France and the French colony of  
91 Haiti?

92 Students recognize as well the great achievements of the Constitution: (1) it  
93 created a democratic form of government based on the consent of the  
94 governed—a rarity in history; ~~and~~ (2) it established a government that has  
95 survived more than 200 years by a delicate balancing of power and interests  
96 through a system of checks and balances based on the separation of power into  
97 three branches of government, and by providing a process of amendment to  
98 adapt the Constitution to the needs of a changing society; ~~and~~ (3) it created a  
99 **unified market and economic climate which facilitated the nation's economic**  
100 **development.** Students study how the Constitution provided for the participation  
101 of citizens in the political process, but they should be aware of who actually  
102 participated at the time that the United States was founded.

103

#### 104 **The Early Republic**

105 In this unit students consider the new nation's leaders who faced enormous  
106 challenges through this difficult period; for example, Washington, Jefferson,  
107 Madison, Hamilton, and Adams. Despite coming together to form a new nation,  
108 there remained significant divisions within the new United States. The conflicts  
109 between two views of how the newly independent country should move forward,  
110 articulated by Thomas Jefferson and Alexander Hamilton, resulted in the  
111 emergence of a two-party system. These two parties had differing views on  
112 foreign policy, economic policy including the National Bank, and the interpretation  
113 of the Constitution. In addition to these internal divisions within the government,  
114 the United States had to confront more fundamental challenges to its authority

115 (such as Shays' Rebellion and the Whiskey Rebellion). The new nation also had  
116 to demonstrate its viability on the international stage, and in 1812 it fought a war  
117 with Great Britain and confirmed U.S. sovereignty.

118 Much of the constitutional history of the United States during the early  
119 republic is the history of state and federal laws and Supreme Court decisions that  
120 affected the nascent national economy. Supreme Court decisions during the  
121 terms of Chief Justices John Marshall (1803 -1835) and Roger B. Taney (1836 -  
122 1864) promoted economic development by holding states to their contractual  
123 promises, ruling that the contract clause of the Constitution protected private  
124 corporations from state interference and gave Congress, not the states, the  
125 power to establish regulations for commerce among the states. These rulings  
126 established a national free-trade zone throughout the United States, allowing  
127 merchants to ship goods into and through various states without obstruction from  
128 the states. States could still regulate intrastate commerce (commerce wholly  
129 within their borders), but trade of this nature became less important as the  
130 national market economy expanded over the course of the nineteenth century.

131 Territorial expansion and its consequences proved to be an ongoing source of  
132 conflict and debate for the new nation. The passage of the Northwest Ordinance  
133 set up a process for adding new states to the country and placed a limit on the  
134 spread of slavery, but this expansion also brought Americans into increased  
135 conflict with American Indian nations. While the Ordinance stated that, "The  
136 utmost good faith shall always be observed towards the Indians," students learn  
137 that the reality was often different.

138 Students can discuss the belief of the nation's founders that the survival of a  
139 democratic society depends on an educated people. They analyze the  
140 connection between education and democracy symbolized in the Northwest  
141 Ordinance and in Jefferson' dictum, "If a nation expects to be ignorant and free,  
142 in a state of civilization, it expects what never was and never will be." Students  
143 may survey the types of education received in church schools, dame schools,  
144 and at home. Preparing editorials for period newspapers, classroom debates,  
145 and classroom speeches encourages students to consider the variety of  
146 educational systems in a democracy.

147 Students also examine the economic and social lives of ordinary people in the  
148 new nation, including farmers, merchants, laborers, and traders; women; African  
149 Americans, both slave and free; and American Indians. Reading excerpts from  
150 works by James Fenimore Cooper, Washington Irving, Olaudah Equiano, and  
151 Abigail Adams, in addition to studying the writing, music, and art of this era will  
152 help bring this period alive and establish the origins of American identity.

153

154 **The Divergent Paths of the American People: 1800–1850**

155 This unit points to the nation's regional development in the Northeast, South,  
156 and West. Each region encompassed distinct ~~geography, economic focus~~  
157 ~~geographic and economic characteristics~~, and demographic composition.  
158 However, the growth of the market economy and the faster movement of people,  
159 commerce, and information increasingly connected each region of the nation to  
160 the others. Throughout this study students should be encouraged to view

161 historical events empathetically as though they were there, working in places  
162 such as mines, cotton fields, and mills.

163 *The Northeast.* The industrial revolution in the Northeast had important  
164 repercussions throughout the nation. Inventions between 1790 and 1850  
165 transformed manufacturing, transportation, mining, communications, and  
166 agriculture and profoundly affected how people lived and worked. Skilled  
167 craftspersons were replaced by mechanized production in shops, mills, and  
168 factories, so well depicted by Charles Dickens in his *American Notes* and in the  
169 letters written by young women who left home to work in the mills of Lowell,  
170 Massachusetts. These women organized strikes and labor organizations to  
171 petition against wage cuts and petitioned the state legislature for shorter hours.  
172 Teachers may use historical fiction, such as *Lyddie* by Katherine Paterson, to  
173 illustrate the working lives of mill women. This was a period of dramatic  
174 urbanization, as immigrants flocked to the cities, drawn by the “pull” factor of  
175 economic opportunity. The Great Irish Famine can be studied as an example of a  
176 “push” factor that affected the flow of immigrants to the United States. At the  
177 same time, the small African American population in the Northeast moved toward  
178 freedom, as the American Revolution initiated a long process of emancipation  
179 and indenture in this region. African Americans continued to occupy  
180 circumscribed social, economic, and political positions but created institutions to  
181 advance their rights and develop their communities, such as the African  
182 Methodist Episcopal Church founded by Richard Allen, Absalom Jones, and  
183 others in 1816.

184 Periods of boom and bust created both progress and poverty. In response to  
185 the strains brought about by rapid industrialization, an age of reform began that  
186 made life more bearable for the less fortunate and expanded opportunities for  
187 many. Students reflect upon what life was like for young people in the 1830s in  
188 order to appreciate Horace Mann's crusade for free public education for all.

189 Students read and analyze excerpts from original documents explaining the  
190 social and civic purposes of public education. Typical schoolbooks of the period  
191 may be used with attention to their elocution exercises, moral lessons, and  
192 orations (for example, *The Columbian Orator*). Role playing also enables  
193 students to reenact life in a mill, factory, or Lancastrian school. Other impulses  
194 for reform could be found in transcendentalism and individualism, as represented  
195 by the writings of Ralph Waldo Emerson, Henry David Thoreau, Herman Melville,  
196 Louisa May Alcott, Nathaniel Hawthorne, and Henry Wadsworth Longfellow.

197 Students review the legal and economic status of women and learn about the  
198 major impetus given to the woman's rights movement by leaders such as Susan  
199 B. Anthony and Elizabeth Cady Stanton. They should read and discuss the  
200 Seneca Falls Declaration of Sentiment and compare it with the Declaration of  
201 Independence. Noting the intersection between the woman's rights movement  
202 and the abolitionist movement, students can study the efforts of educators such  
203 as Emma Willard and Mary Lyon to establish schools and colleges for women.  
204 Students also explain the major campaigns to reform mental institutions and  
205 prisons by vividly portraying the prevalent conditions. Students study the work of  
206 Dorothea Dix and the significance of Charles Finney as the leader of the Second

207 Great Awakening, inspiring religious zeal, moral commitment, and support for the  
208 abolitionist movement. Students may examine the relationship of these events to  
209 contemporary issues by considering the question of why periods of reform arise  
210 at certain historical moments.

211 As a link to the next region of study, students can explore the  
212 interdependence between the slave South and the industrial North. During the  
213 American Revolution, northern states had begun a slow process of emancipation  
214 while their southern counterparts, with the invention of the cotton gin, became  
215 increasingly tied to a slave-based economy. Northern and western business  
216 leaders and national economic institutions, however, continued to derive wealth  
217 from the nation's commitment to slavery. Slave labor produced the cotton and  
218 raw materials which enabled northern factories and businesses to thrive. This, in  
219 turn, spurred a new consumer culture in individual families, connected to the  
220 slave-based economy.

221 *The South.* During these years, the South diverged dramatically from the  
222 Northeast and the West. Its plantation economy depended on a system of slave  
223 labor to harvest such cash crops as cotton, rice, sugarcane, and tobacco. The  
224 invention of the cotton gin allowed for a dramatic expansion of plantation  
225 agriculture across the region. African American slavery, the “peculiar institution”  
226 of the South, had marked effects on the region’s political, social, economic, and  
227 cultural development. Increasingly at odds with the rest of the nation, the South  
228 was unable to share in the egalitarian surge of the Jacksonian era or in the  
229 reform campaigns of the 1840s. Its system of public education lagged far behind

230 the rest of the nation.

231 Students learn about the institution of slavery in the South in its historical  
232 context. They review their seventh-grade studies of West African civilizations  
233 before the coming of the Europeans and compare the American system of chattel  
234 slavery, which considered people as property, with slavery in other societies.

235 Students discuss the daily lives of enslaved men and women on plantations and  
236 small farms; the economic and social realities of slave auctions that led to the  
237 separation of nuclear families and encouraged broad kinship relationships; and  
238 the myriad laws: from the outlawing of literacy to restrictions on freedom gained  
239 through emancipation or purchase that marked the lives of American slaves.

240 Amidst the confining world of slavery, the enslaved asserted their humanity in  
241 developing a distinct African American culture through retaining and adapting  
242 their traditional customs on American soil. While organized revolt was rare, in  
243 informal and individual ways, enslaved men and women resisted their bondage.  
244 Breaking tools, working slowly, feigning ignorance, and even learning to read and  
245 write represented skirmishes in an unacknowledged conflict between the

246 enslaved and the enslaver. When armed revolts were uncovered (Gabriel  
247 Prosser in 1800 and Denmark Vesey in 1822) or manifested (the Stono Rebellion  
248 in 1739 and Nat Turner in 1831), white Southerners punished the individual  
249 perpetrators and often passed more severe laws. Students explore the effects of  
250 slave revolt and rebellion upon local and state legislation and relations between  
251 enslaved African Americans and free white Southerners.

252 To provide a more comprehensive understanding of the antebellum South,

253 students study the lives of plantation owners and other white Southerners; the  
254 more than 100,000 free African Americans in the South; as well as the laws, such  
255 as the fugitive slave laws of 1793 and 1850, that curbed their freedom and  
256 economic opportunity. Students also compare the situations of free African  
257 Americans in the South and in the North and note that freedom from slavery did  
258 not necessarily lead to acceptance and equality.

259 Students examine the national abolitionist movement that arose during the  
260 nineteenth century. Many white Americans, such as Thomas Weld, William Lloyd  
261 Garrison, Angelina and Sarah Grimke, and John Brown, actively worked to end  
262 slavery in the American South. They wrote news articles and editorials, spoke  
263 publicly, boycotted slave-made goods, housed fugitive slaves, and, in the case of  
264 John Brown, planned armed conflict. African Americans, free and enslaved, also  
265 actively challenged the existence of slavery, both as individuals and through the  
266 founding of fraternal organizations, churches, and newspapers. African American  
267 abolitionists, including Frederick Douglass, Sojourner Truth, Harriett Jacobs,  
268 Charles Remond, Harriet Tubman, and Robert Purvis spoke at public gatherings,  
269 penned news articles, petitioned Congress, and assisted in the underground  
270 movement to assist escaping slaves. Excerpts from Frederick Douglass's *What*  
271 *the Black Man Wants*, David Walker's *Appeal*, Harriet Beecher Stowe's *Uncle*  
272 *Tom's Cabin*, and Fanny Kemble's *Journal of Residence on a Georgia*  
273 *Plantation*, as well as excerpts from slave narratives and abolitionist tracts of this  
274 period, will bring these people and events alive for students.

275 *The West*. The West deeply influenced the politics, economy, mores, and

276 culture of the nation. It opened domestic markets for seaboard merchants; it  
277 offered new frontiers for immigrants and discontented Easterners; and it inspired  
278 a folklore of individualism and rugged frontier life that has become a significant  
279 aspect of our national self-image. The West was a changing region over this  
280 period as the country expanded, from the territory opened by the Northwest  
281 Ordinance, to the vast lands of the Louisiana Purchase, to the southwestern  
282 territories taken from Mexico. The peoples of the West reflected the diversity of  
283 the region: American Indians, Mexicans, and Americans. As Americans moved  
284 west, they interacted with established societies, both indigenous and those  
285 created by earlier colonizers. Students study how the term the “frontier” affected  
286 American settlement and development in the West.

287 The election of Andrew Jackson in 1828 reflected the steady expansion of  
288 male suffrage, symbolized the shift of political power to the West, and opened a  
289 new era of political democracy in the United States. President Jackson was a  
290 symbol of his age. Jacksonian Democracy should be analyzed in terms of its  
291 supporters—farmers with small holdings, artisans, laborers, and middle-class  
292 businessmen. Frontier life had a democratizing effect on the relations between  
293 pioneer men and women. Original documents will show the varied roles played  
294 by frontier women such as California’s Annie Bidwell, who promoted women’s  
295 rights and worked for social change. Women residing in some western states  
296 gained the franchise in the late-nineteenth century, earlier than women in other  
297 parts of the nation.

298 In studying Jackson’s presidency, students debate his spoils system, veto of

299 the National Bank, policy of Indian removal, and opposition to the Supreme  
300 Court. During this time, Alexis de Tocqueville visited the United States to identify  
301 the general principles of American democracy. Students can compare his  
302 description of national character in the 1830s as recorded in *Democracy in*  
303 *America* with American life today. Students may also consider Andrew Jackson's  
304 legacy in order to evaluate his reputation as a hero for common people.

305 Students review the story of the acquisition, exploration, and settlement of the  
306 trans-Mississippi West, from the Louisiana Purchase in 1803 to the admission of  
307 California as a state in 1850. This was a period marked by a strong spirit of  
308 nationalism and "manifest destiny," the sense that Americans had a special  
309 purpose and divine right to populate the North American continent. To deepen  
310 their understanding of the changing political geography and settlement of this  
311 immense land, students might read from the journals of the Lewis and Clark  
312 Expedition to the Northwest; map the explorations of trailblazers such as Zebulon  
313 Pike, Jedediah Smith, Christopher "Kit" Carson, and John C. Fremont; discuss  
314 the searing accounts of the removal of Indians and the Cherokees' "Trail of  
315 Tears"; and interpret maps and documents relating to the long sea voyages  
316 including around the horn of South America and overland treks that opened the  
317 West. Teachers include discussions about the role of the great rivers, the  
318 struggles over water rights in the development of the West, and the effect of  
319 geography on shaping the different ways that people settled and developed  
320 western regions. Students study the northward movement of settlers from Mexico  
321 into the great Southwest, with emphasis on the location of Mexican settlements,

322 their cultural traditions, their attitudes toward slavery, their land-grant system,  
323 and the economy they established. Students need this background before they  
324 can analyze the events that followed the arrival of westward-moving settlers from  
325 the East into these Mexican territories. Students explore the settlement of  
326 Americans in northern Mexico and their actions to establish the Republic of  
327 Texas. Teachers provide special attention to the Mexican-American War, its  
328 territorial settlements, and the war's aftermath on the lives of the Mexican  
329 families who first lived in the region. Students also study the Treaty of Guadalupe  
330 Hidalgo and the California Constitution of 1849 and their effects on the lives of  
331 Mexicans living within the new United States borders.

332

### 333 **The Causes and Consequences of the Civil War**

334 In this unit, students concentrate on the causes and consequences of the  
335 Civil War. They should discover how the issue of slavery eventually became too  
336 divisive to ignore or tolerate. Ultimately, the nation fractured over the debate  
337 about the expansion of slavery into newly annexed western territories and states,  
338 especially after the discovery of gold in California. Students review the  
339 constitutional compromises that forestalled the separation of the union in the first  
340 half of the nineteenth century, including the Missouri Compromise, the Wilmot  
341 Proviso, the Compromise of 1850, the Kansas-Nebraska Act, the Ostend  
342 Manifesto, the Dred Scott case, and the Lincoln-Douglas debates. Students learn  
343 about the fundamental challenge to the Constitution and the Union posed by the  
344 secession of the southern states and the doctrine of nullification. In addition to

345 studying the critical battlefield campaigns of the war, students use a variety of  
346 primary sources to examine the human meaning of the war in the lives of  
347 soldiers, free African Americans, slaves, women, and others. Ultimately,  
348 enslaved men and women, by fleeing their plantations and seeking refuge among  
349 Union forces, contributed to redefining the war as a struggle over their freedom.  
350 Teachers pay special attention to the notable events and transformations in  
351 Abraham Lincoln's presidency, including his Gettysburg Address, the  
352 Emancipation Proclamation, and his inaugural addresses.

353 The Civil War should be treated as a watershed event in American history. It  
354 resolved a challenge to the very existence of the nation, demolished the  
355 antebellum way of life in the South, and created the prototype of modern warfare.  
356 To understand Reconstruction, students consider the economic and social  
357 changes that came with the end of slavery and how African Americans attained  
358 political freedom and exercised that power within a few years after the war.  
359 Students study the postwar struggle for control of the South and of the  
360 impeachment of President Andrew Johnson. A federal civil rights bill granting full  
361 equality to African Americans was followed by adoption of the Thirteenth,  
362 Fourteenth, and Fifteenth Amendments. Between 1865 and 1877, African-  
363 American citizens, newly organized as Republicans, influenced the direction of  
364 southern politics and elected 22 members of Congress. Republican-dominated  
365 legislatures established the first publicly financed education systems in the  
366 region, provided debt relief to the poor, and expanded women's rights. Students  
367 examine the Reconstruction governments in the South; observe the reaction of

368 Southerners toward Northern “carpetbaggers” and to the Freedman’s Bureau,  
369 which sent Northern teachers to educate the ex-slaves; and consider the  
370 consequences of the 1872 Amnesty Act and the fateful election of 1876, followed  
371 by the prompt withdrawal of federal troops from the South. Students **identify**  
372 **legislation that affected the economic balance of power between the North and**  
373 **the South.**

374 • Northern control of the federal government during and for several decades  
375 after the Civil War had economic consequences on the North, the West and  
376 the defeated South. Prior to the Civil War, southern Senators were able to  
377 block national economic legislation favored by the North and West. As soon  
378 as the Southern states seceded and their legislators resigned their seats in  
379 Congress, Northern and Western legislators enact the following, while  
380 simultaneously prosecuting the War.

381 • The Morrill Tariff of 1861 raised tariffs, ending more than thirty years of  
382 declining rates, hurting southern agriculture and benefitting Northern  
383 manufacturers.

384 Students analyze how events during and after Reconstruction raised and then  
385 dashed hopes that African Americans would achieve full equality. They should  
386 understand how the Thirteenth, Fourteenth, and Fifteenth Amendments to the  
387 Constitution were undermined by the courts and political interests. They learn  
388 how slavery was replaced by black peonage, segregation, Jim Crow laws, and  
389 other legal restrictions on the rights of African Americans, capped by the  
390 Supreme Court’s *Plessy v. Ferguson* decision in 1896 (“separate but equal”).

391 Racism prevailed, enforced by lynch mobs, the Ku Klux Klan, popular sentiment,  
392 and federal acceptance, which spread outside of the South. Students need to  
393 understand the connection between the Reconstruction-era amendments and the  
394 civil rights movement of the 1960s. Although undermined by the courts a century  
395 ago, these amendments became the legal basis for all civil rights progress in the  
396 twentieth century.

397

### 398 **The Rise of Industrial America: 1877–1914**

399 The period from the end of Reconstruction to World War I transformed the  
400 nation. This complex period was marked by the settling of the trans-Mississippi  
401 West, the expansion and concentration of basic industries, the establishment of  
402 national transportation networks and new maritime routes, a human tidal wave of  
403 immigration from southern and eastern Europe, regulation of an unfettered  
404 banking system and the establishment of the Federal Reserve System, growth in  
405 the number and size of cities, accumulation of great fortunes by a small number  
406 of entrepreneurs, the rise of organized labor, and increased American  
407 involvement in foreign affairs (for example, through the completion of the  
408 Panama Canal).

409 **Federal legislation promoted the economic expansion of the nation, often with  
410 negative consequences for individuals.**

- 411 • **The Transcontinental Railroad Acts of 1862 and 1864 funded three  
412 transcontinental railroads.**
- 413 • **The Morrill Land Grant Act (1862) allotted each state that remained in the**

414       Union 30,000 acres of land for each member of Congress to establish  
415       agricultural and mechanical colleges.

416       • The National Bank Act of 1863 created a set of standards for the banking  
417       system.

418       • The Homestead Act of 1862 provided 160 acres in western territories to  
419       anyone who settled on it for five years and declared their intention to become  
420       a citizen.

421       Railroads played a particularly important role in the nation's economic  
422       development. Because railroads were a reliable and relatively inexpensive way to  
423       transport goods, railroads proliferated in the eastern states. The potential wealth  
424       in the West led to the building of a transcontinental railroad stretching from coast  
425       to coast. On May 10, 1869, the rail lines of the Central Pacific and the Union  
426       Pacific were joined in Utah, uniting the nation economically enabling Americans  
427       to take advantage of a vast common market. The railroads dramatically changed  
428       the consumption patterns of households throughout the nation.

429       The Gold Rush in California and agricultural labor in Hawaii spurred Chinese,  
430       Korean, Japanese, Filipino, Hindu, and Sikh immigration to the United States.  
431       Eventually the Chinese Exclusion Act (1882) and the Immigration Act of 1917  
432       greatly limited Asian entry to the United States. California built the immigration  
433       station at Angel Island to facilitate the process of Asian admissions. The building  
434       of the transcontinental railroad, the destruction of the buffalo, the American  
435       Indian wars, and the removal of American Indians to reservations are events to  
436       be studied and analyzed from a moral, geographic, political and economic

437 perspective. Reading Chief Joseph's words of surrender to U.S. Army troops in  
438 1877 helps students grasp the heroism and human tragedy that accompanied the  
439 conquest of this last frontier. By 1912, Arizona had entered the Union as the  
440 forty-eighth state, completing the continental United States.

441 New technology in the farming, manufacturing, engineering, and producing of  
442 consumer goods spurred progress. Mass production, the department store,  
443 suspension bridges, the telegraph, the discovery of electricity, high-rise buildings,  
444 and the streetcar seemed to confirm the idea of unending progress, only  
445 occasionally slowed by temporary periods of financial distress. Leading  
446 industrialists of this period, such as Andrew Carnegie and John D. Rockefeller,  
447 became the wealthiest men in history and gave back some of that wealth to the  
448 nation through their philanthropic activities. Governments promoted business  
449 expansion **and prosperity** through **favorable** economic policies such as **protective**  
450 tariffs and land grants. Yet, beneath the surface of the Gilded Age, there was a  
451 dark side, seen in the activities of corrupt political bosses; in the ruthless  
452 practices of businesses; in the depths of poverty and unemployment experienced  
453 in the teeming cities; in the grinding labor of women and children in sweatshops,  
454 mills, and factories; in the prejudice and discrimination against African  
455 Americans, Hispanics, Catholics, Jews, Asians, and other newcomers; and in the  
456 violent repression of labor organizing.

457 American cities in the late nineteenth century grew without planning and were  
458 plagued by poverty, disease, crime, and decay. Layoffs were common, steady  
459 work brought frequently brought exhaustion, and child labor was common.

460      Thousands of families lived in slums that were breeding grounds for typhoid,  
461      smallpox, cholera, tuberculosis, and other diseases which swept through the  
462      cities on a regular basis.

463      Students also focus on the developing West and Southwest during these  
464      years. The great mines and large-scale commercial farming of this region  
465      provided essential resources for the industrial development of the nation.  
466      California came to play an increasingly significant role in the national economy.  
467      Agricultural production accounted for much of the state's early economic growth.  
468      Asian farmers and laborers contributed to the development of irrigation systems  
469      and farming throughout California. Families from Mexico increasingly provided  
470      the labor force for the cultivation of this region. Students study the social,  
471      economic, and political handicaps encountered both by immigrants and American  
472      citizens of Mexican ancestry. Mexican-American communities confronted serious  
473      challenges.

474      Students examine the importance of social Darwinism as a justification for  
475      child labor, unregulated working conditions, and laissez-faire policies toward big  
476      business. They consider the political programs and activities of the Grange  
477      movement, Populists, Progressives, settlement house workers, muckrakers, and  
478      other reformers. They should follow the rise of the labor movement and  
479      understand the changing role of government in confronting social and economic  
480      conditions.

481      Literature can deepen students' understanding of the life of this period,  
482      including the immigrant experience portrayed in Willa Cather's *My Antonia* and

483 O. E. Rolvaag's *Giants in the Earth*; life in the slums portrayed in Jacob Riis's  
484 books; and Mark Twain's *Huckleberry Finn*, unsurpassed as a sardonic  
485 commentary on the times.

486

487 **A New Nation Struggles to Achieve Its Ideals**

488 To understand the sweeping changes that are covered in this period of  
489 American history, students consider the ways in which the quests for liberty and  
490 freedom have transformed the American populace. The course pays close  
491 attention to the opportunities and challenges that have confronted our diverse  
492 society. Teachers weave in the recurrent theme of citizenship and voting by  
493 emphasizing how these rights and privileges have been contested and reshaped  
494 over time. Starting with the freedoms outlined by the framers, students examine  
495 the many contributions of Americans seeking to expand civil rights across the  
496 country—to move forward in our continuing struggle to become a more perfect  
497 union.

498 Students learn what it means to be a good citizen (obeying laws), a  
499 participatory citizen (voting, jury duty, advocating causes) and a socially just  
500 citizen (community service, standing up for rights of others). Students will also  
501 learn about the process by which people not born in the United States can  
502 become citizens, the history of immigration in the United States, and the  
503 contributions of immigrants in our country. This analysis of the naturalization  
504 process will provide an understanding of the immigration process, enhance  
505 students' tolerance of and respect for others, help students develop an

506 appreciation for the diversity of our country, and reinforce lessons of  
507 citizenship. Finally, students can participate in service-learning projects that  
508 engage them in the democratic process such as planning and participating in  
509 such activities as mock elections, associated student body elections and  
510 meetings, the naturalization process, voter registration, community service, and  
511 National History Day.

512

513 **History–Social Science Content Standards**

514 **Grade Eight**

515 **United States History and Geography: Growth and Conflict**

516

517 **8.1 Students understand the major events preceding the founding of the**  
518 **nation and relate their significance to the development of American**  
519 **constitutional democracy.**

- 520 1. Describe the relationship between the moral and political ideas of the  
521 Great Awakening and the development of revolutionary fervor.
- 522 2. Analyze the philosophy of government expressed in the Declaration of  
523 Independence, with an emphasis on government as a means of securing  
524 individual rights (e.g., key phrases such as "all men are created equal, that  
525 they are endowed by their Creator with certain unalienable Rights").
- 526 3. Analyze how the American Revolution affected other nations, especially  
527 France.

528       4. Describe the nation's blend of civic republicanism, classical liberal  
529            principles, and English parliamentary traditions.

530 **8.2 Students analyze the political principles underlying the U.S.**

531 **Constitution and compare the enumerated and implied powers of the**  
532 **federal government.**

533       1. Discuss the significance of the Magna Carta, the English Bill of Rights,

534            and the May-flower Compact.

535       2. Analyze the Articles of Confederation and the Constitution and the  
536            success of each in implementing the ideals of the Declaration of  
537            Independence.

538       3. Evaluate the major debates that occurred during the development of the  
539            Constitution and their ultimate resolutions in such areas as shared power  
540            among institutions, divided state-federal power, slavery, the rights of  
541            individuals and states (later addressed by the addition of the Bill of  
542            Rights), and the status of American Indian nations under the commerce  
543            clause.

544       4. Describe the political philosophy underpinning the Constitution as  
545            specified in the *Federalist Papers* (authored by James Madison,  
546            Alexander Hamilton, and John Jay) and the role of such leaders as  
547            Madison, George Washington, Roger Sherman, Gouverneur Morris, and  
548            James Wilson in the writing and ratification of the Constitution.

549       5. Understand the significance of Jefferson's Statute for Religious Freedom  
550            as a forerunner of the First Amendment and the origins, purpose, and

differing views of the founding fathers on the issue of the separation of church and state.

6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.

7. Describe the principles of federalism, dual sovereignty, separation of powers, and checks and balances.

powers, checks and balances, the nature and purpose of majority rule,

and the ways in which the American idea of constitutionalism preserves

individual rights.

## 8. The Constitution spoke directly to economic issues. Article 1, section 8

stated that "Congress shall have Power to Lay and collect Taxes. Duties.

Imposts, and Excises": and further gave Congress the power "[t]o regulate

Commerce with foreign Nations, and among the several States." These

two clauses outlined a new rationale for the role of the federal

government in the economy.

**system and the ways in which citizens participate in it.**

## 11. Analyze the principles and concepts contained in state constitutions

between 1777 and 1781 that created the context out of which American

political institutions and issues developed.

2. Explain how the ordinances of 1786 and 1787 privatized national

resources and transferred federally owned lands into private holdings,

townships, and states.

573       3. Enumerate the advantages of a common market among the states as  
574           foreseen in and protected by the Constitution's clauses on interstate  
575           commerce, common coinage, and full-faith and credit.

576       4. Understand how the conflicts between Thomas Jefferson and Alexander  
577           Hamilton resulted in the emergence of two political parties (e.g., view of  
578           foreign policy, Alien and Sedition Acts, economic policy, National Bank,  
579           funding and assumption of the revolutionary debt).

580       5. Know the significance of domestic resistance movements and ways in  
581           which the central government responded to such movements (e.g., Shays'  
582           Rebellion, the Whiskey Rebel-lion).

583       6. Describe the basic law-making process and how the Constitution provides  
584           numerous opportunities for citizens to participate in the political process  
585           and to monitor and influence government (e.g., function of elections,  
586           political parties, interest groups).

587       7. Understand the functions and responsibilities of a free press.

588       **8.4 Students analyze the aspirations and ideals of the people of the new**  
589       **nation.**

590       1. Describe the country's physical landscapes, political divisions, and  
591           territorial expansion during the terms of the first four presidents.

592       2. Explain the policy significance of famous speeches (e.g., Washington's  
593           Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's  
594           Fourth of July 1821 Address).

595       3. Analyze the rise of capitalism and the economic problems and conflicts  
596            that accompanied it (e.g., Jackson's opposition to the National Bank; early  
597            decisions of the U.S. Supreme Court that reinforced the sanctity of  
598            contracts and a capitalist economic system of law).  
599       4. Discuss daily life, including traditions in art, music, and literature, of early  
600            national America (e.g., through writings by Washington Irving, James  
601            Fenimore Cooper).

602   **8.5 Students analyze U.S. foreign policy in the early Republic.**

603       1. Understand the political and economic causes and consequences of the  
604            War of 1812 and know the major battles, leaders, and events that led to a  
605            final peace.

606       2. Know the changing boundaries of the United States and describe the  
607            relationships the country had with its neighbors (current Mexico and  
608            Canada) and Europe, including the influence of the Monroe Doctrine, and  
609            how those relationships influenced westward expansion and the Mexican-  
610            American War.

611       3. Outline the major treaties with American Indian nations during the  
612            administrations of the first four presidents and the varying outcomes of  
613            those treaties.

614   **8.6 Students analyze the divergent paths of the American people from 1800**  
615   **to the mid-1800s and the challenges they faced, with emphasis on the**  
616   **Northeast.**

617 1. Discuss the influence of industrialization and technological developments  
618 on the region, including human modification of the landscape and how  
619 physical geography shaped human actions (e.g., growth of cities,  
620 deforestation, farming, mineral extraction).

621 2. Outline the physical obstacles to and the economic and political factors  
622 involved in building a network of roads, canals, and railroads (e.g., Henry  
623 Clay's American System).

624 3. List the reasons for the wave of immigration from Northern Europe to the  
625 United States and describe the growth in the number, size, and spatial  
626 arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).

627 4. Study the lives of black Americans who gained freedom in the North and  
628 founded schools and churches to advance their rights and communities.

629 5. Trace the development of the American education system from its earliest  
630 roots, including the roles of religious and private schools and Horace  
631 Mann's campaign for free public education and its assimilating role in  
632 American culture.

633 6. Examine the women's suffrage movement (e.g., biographies, writings, and  
634 speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott,  
635 Susan B. Anthony).

636 7. Identify common themes in American art as well as transcendentalism and  
637 individualism (e.g., writings about and by Ralph Waldo Emerson, Henry  
638 David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne,  
639 Henry Wadsworth Longfellow).

640 **8.7 Students analyze the divergent paths of the American people in the**  
641 **South from 1800 to the mid-1800s and the challenges they faced.**

- 642 1. Describe the development of the agrarian economy in the South, identify  
643 the locations of the cotton-producing states, and discuss the significance  
644 of cotton and the cotton gin.
- 645 2. Trace the origins and development of slavery; its effects on black  
646 Americans and on the region's political, social, religious, economic, and  
647 cultural development; and identify the strategies that were tried to both  
648 overturn and preserve it (e.g., through the writings and historical  
649 documents on Nat Turner, Denmark Vesey).
- 650 3. Examine the characteristics of white Southern society and how the  
651 physical environment influenced events and conditions prior to the Civil  
652 War.
- 653 4. Compare the lives of and opportunities for free blacks in the North with  
654 those of free blacks in the South.

655 **8.8 Students analyze the divergent paths of the American people in the**  
656 **West from 1800 to the mid-1800s and the challenges they faced.**

- 657 1. Discuss the election of Andrew Jackson as president in 1828, the  
658 importance of Jacksonian democracy, and his actions as president (e.g.,  
659 the spoils system, veto of the National Bank, policy of Indian removal,  
660 opposition to the Supreme Court).
- 661 2. Describe the purpose, challenges, and economic incentives associated  
662 with westward expansion, including the concept of Manifest Destiny (e.g.,

663 the Lewis and Clark expedition, accounts of the removal of Indians, the  
664 Cherokees' "Trail of Tears," settlement of the Great Plains) and the  
665 territorial acquisitions that spanned numerous decades.

666 3. Describe the role of pioneer women and the new status that western  
667 women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women  
668 gaining freedom in the West; Wyoming granting suffrage to women in  
669 1869).

670 4. Examine the importance of the great rivers and the struggle over water  
671 rights.

672 5. Discuss Mexican settlements and their locations, cultural traditions,  
673 attitudes toward slavery, land-grant system, and economies.

674 6. Describe the Texas War for Independence and the Mexican-American  
675 War, including territorial settlements, the aftermath of the wars, and the  
676 effects the wars had on the lives of Americans, including Mexican  
677 Americans today.

678 **8.9 Students analyze the early and steady attempts to abolish slavery and  
679 to realize the ideals of the Declaration of Independence.**

680 1. Describe the leaders of the movement (e.g., John Quincy Adams and his  
681 proposed constitutional amendment, John Brown and the armed  
682 resistance, Harriet Tubman and the Underground Railroad, Benjamin  
683 Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).

684 2. Discuss the abolition of slavery in early state constitutions.

3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.
4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.
5. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott v. Sandford* decision (1857), and the Lincoln-Douglas debates (1858).
6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

**8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.**

1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.
2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.
3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.

707        4. Discuss Abraham Lincoln's presidency and his significant writings and  
708            speeches and their relationship to the Declaration of Independence, such  
709            as his "House Divided" speech (1858), Gettysburg Address (1863),  
710            Emancipation Proclamation (1863), and inaugural addresses (1861 and  
711            1865).  
712        5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson  
713            Davis, Robert E. Lee) and soldiers on both sides of the war, including  
714            those of black soldiers and regiments.  
715        6. Describe critical developments and events in the war, including the major  
716            battles, geographical advantages and obstacles, technological advances,  
717            and General Lee's surrender at Appomattox.  
718        7. Explain how the war affected combatants, civilians, the physical  
719            environment, and future warfare.

720   **8.11 Students analyze the character and lasting consequences of  
721            Reconstruction.**

722        1. List the original aims of Reconstruction and describe its effects on the  
723            political and social structures of different regions.  
724        2. Identify the push-pull factors in the movement of former slaves to the cities  
725            in the North and to the West and their differing experiences in those  
726            regions (e.g., the experiences of Buffalo Soldiers).  
727        3. Understand the effects of the Freedmen's Bureau and the restrictions  
728            placed on the rights and opportunities of freedmen, including racial  
729            segregation and "Jim Crow" laws.

730 4. Trace the rise of the Ku Klux Klan and describe the Klan's effects.

731 5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the

732 Constitution and analyze their connection to Reconstruction.

733 **8.12 Students analyze the transformation of the American economy and the**

734 **changing social and political conditions in the United States in response to**

735 **the Industrial Revolution.**

736 1. Trace patterns of agricultural and industrial development as they relate to

737 climate, use of natural resources, markets, and trade and locate such

738 development on a map.

739 2. Identify the reasons for the development of federal Indian policy and the

740 wars with American Indians and their relationship to agricultural

741 development and industrialization.

742 3. Explain how states and the federal government encouraged business

743 expansion through tariffs, banking, land grants, and subsidies.

744 4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce,

745 and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland

746 Stanford).

747 5. Examine the location and effects of urbanization, renewed immigration,

748 and industrialization (e.g., the effects on social fabric of cities, wealth and

749 economic opportunity, the conservation movement).

750 6. Discuss child labor, working conditions, and laissez-faire policies toward

751 big business and examine the labor movement, including its leaders (e.g.,

752                   Samuel Gompers), its demand for collective bargaining, and its strikes and  
753                   protests over labor conditions.

754                   7. Identify the new sources of large-scale immigration and the contributions  
755                   of immigrants to the building of cities and the economy; explain the ways  
756                   in which new social and economic patterns encouraged assimilation of  
757                   newcomers into the mainstream amidst growing cultural diversity; and  
758                   discuss the new wave of nativism.

759                   8. Identify the characteristics and impact of Grangerism and Populism.

760                   9. Name the significant inventors and their inventions and identify how they  
761                   improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell,  
762                   Orville and Wilbur Wright).